Tips and Strategies for Including Students with ASD in the General Education Classroom

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Autism Observation Instrument for General Education Classrooms

School:_____   Date:_____

Administrator completing instrument: _____

SCORE CODE
0 = No evidence of this quality indicator
1 = Some evidence of this quality indicator (because it occurs sometimes though not consistently; because a "successive approximation" occurs or because it occurs for some but not all students or staff).
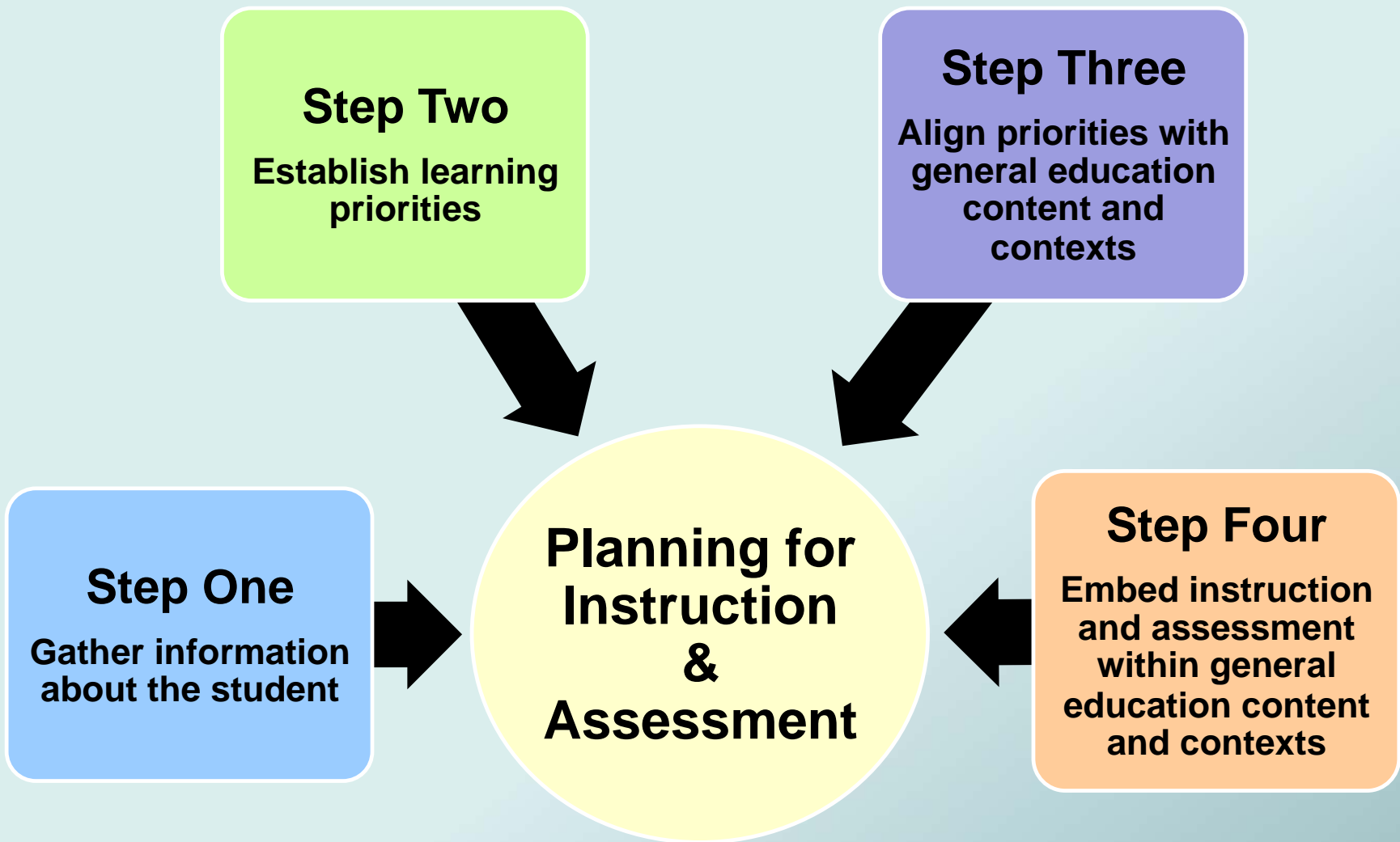2 = The quality indicator is clearly evident for all students/staff.
N/A= Not applicable

	Score	Comments
CLASSROOM ENVIRONMENT and OPERATION		
A daily schedule of activities is posted in the classroom and a system for communicating the activity schedule to students is evident. Individual student schedules are evident when needed.		
The daily schedule is followed as outlined.		
Each student spends most of his/her time engaged in active learning activities, with minimal non-engagement between activities.		
Transitions between activities are handled smoothly and efficiently.		
Classroom rules are worded positively and succinctly, define observable behaviors, and are posted in the classroom.		
Students with ASD are given opportunities to make choices and further develop choice making skills.		
Teacher implements student's Behavior Intervention Plan (BIP) as indicated.		
Instructional areas of the classroom are clearly defined for students and instructional materials are readily accessible to each student.		
Classroom assistants (when present) are actively involved with students in a manner that promotes their independence and learning and social interaction with peers.		
Data on student performance is collected and reviewed weekly during collaborative planning time that involves members of the student's educational team.		
CURRICULUM & INSTRUCTION		
Instructional strategies are specific to individual students and specific goals.		
Visual and manipulative supports are used to support learning as needed.		
Direct instruction is used to teach social skills as needed.		
Skill instruction in social and communicative behaviors is embedded into naturally occurring activities and routines.		

Teacher uses modeling and differential reinforcement to support positive behavior of students.		
Augmentative or alternative communication supports are available to the student at all times and designed individually according to student needs and learner characteristics.		
Staff demonstrate an understanding of the functions of behavior and respond to challenging behavior accordingly.		
The teacher demonstrates competence in basic behavioral instructional strategies including shaping, error correction, differential reinforcement, prompt fading, and generalization strategies.		
Instruction, consequences and corrections are closely related to those procedures used with typical classmates.		
Positive feedback is provided to students frequently and at a rate that exceeds corrective feedback.		
Written lesson plans are available which clearly state the content and instructional goals (consistent with the student's IEP objectives) of the learning activity.		
Lesson plans specify instructional strategies (e.g., cueing, prompting, error correction, fading teacher assistance, and the delivery of consequences).		
OPPORTUNITIES FOR TYPICAL EXPERIENCES		
Students with ASD are integrated into classroom activities (e.g., involved in group activities, sitting alongside general education peers in work spaces) with accommodations or modifications as needed.		
Students with ASD use school enrichment areas (e.g. library) and attend special area with general education peers.		
Students with ASD eat their lunch at the same time and at the same cafeteria tables with general education peers.		
Friendships between students with and without disabilities are promoted. General education peers positively interact with students with ASD across school settings and activities.		
Students with ASD actively participate successfully in daily social and leisure activity interactions (including recess, sports, field trips, assemblies, and performances etc.) with general education peers.		
PROGRAM MODEL & POLICIES		
Integrated therapy rather than a pullout direct service model.		
Professional staff members refer to students using person-first language. They also talk with (and about) students in a manner that communicates respect (i.e., they do not yell at, make fun of, or talk about students as if they are not present).		
Special education classrooms are not identified by a disability category (e.g., the autistic unit) or other terms that may affect a student's self esteem.		
All staff maintain the confidentiality of students and families.		

Notes:

Autism Observation Instrument for General Education Classrooms developed by the
Center for Autism and Related Disabilities (CARD).

Step Two
Establish learning priorities

Step Three
Align priorities with general education content and contexts

Step One
Gather information about the student

Planning for Instruction & Assessment

Step Four
Embed instruction and assessment within general education content and contexts

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Personalized Pupil Profile

Name: **Parent/Guardian:** **Classroom Teacher:** **Room:**	**Year:** **Age:** **Date:** **Phone:** **School:**
Learning Priorities	
General Information/Strengths/Interests	
Adaptations	
Behavioral Support Strategies	
Communication	
Health/Other	

Form adapted from Fischer, D., Frey, N., & Sax, C. (1999). *Inclusive elementary schools: Recipes for success.* Colorado Springs, CO: PEAK Parent Center, p. 28) by FLDOE, *Meaningful participation: Planning instruction for students with significant disabilities* (2002) then adapted by Jones, P. (2010).

Personalized Pupil Profile

Name:James Parent/Guardian: Classroom Teacher: Room:	Year:2010 Age:5 Date:8/23/10 Phone: School:Sea Elementary
Learning Priorities • **Identify 16 letters** • **handwriting** • **Numbers - slow down with counting and one-to-one correspondence** • **Using manipulatives, demonstrate one-to-one correspondence to 20.**	• arrange and describe events in 3 step sequence using picture cards, story • produce 2-4 syllable words • describe function of common objects • Positional words (beside, behind, on top, under, in, out, front, back) •
General Information/Strengths/Interests Loves playing on computer, Wii, Batman, Sponge Bob, Diego, Mario, likes to color (markers), paints, cutting, glue, singing, Aryona (little sister), Scruncy (cat), likes to feel safe, very helpful (likes to be a caregiver), Aidan and Chase (cousin), Logan (baby brother), loves stickers, likes games of tag, swing and slide	
Adaptations • Symbol schedule (boardmaker) • Verbal preparation from the teacher • Safe/quiet area for a break • Specific, simple directions • sit-n-move (OT), rocking chair, T stand	• Support for change and transitions • Repeat, clarify directions • Have student demonstrate understanding of directions • Provide verbal encouragement • Provide student with cue to maintain attention to task
Behavioral Support Strategies Go to a "safe/quiet place". After PE and after lunch will go with a buddy to the nurse's office for assistance with bathrooming. Ask him to "walk away" to avoid conflict or go to "safe place". When he becomes stressed, soothe with calm words, and redirection.	
Communication Working on "W" questions and positional words. Social stories to prepare to work with other children	
Health/Other anxiety related to change (picks at fingers), prefers not be touched, peanut allergy (benedryl in office), asthma- if starts dry wheezing cough (meds in nurse's office) loud noises are bothersome. Goes to speech therapy at All Children on Thursday evenings. Therapist follows what the school is doing (letter of the week- from the sticker on the agenda) Speech - 15 min./week, Language - 45 min./week, OT - 30 min./week, VE - 250 min./week.	

IEP Learning Priorities throughout the Day

Student: Age: Grade: **Learning Priorities**	**Daily Activities and Routines**											

Planning Change for Inclusive Schools

Planning Phase

- Goals
- Collect and analyze student data
- Develop an action plan for change including short & long range measurable goals and outcomes based on student data analysis

Readiness Phase

- Goal
- Build awareness and knowledge of effective Inclusive Practices for faculty, staff, students, and families.

Implementation Phase

- Goals
- Build and apply educator skills through collaborative learning, planning, and classroom instruction
- Develop cohort teams
- Incrase the number of students with disabilities (SWD) in GE classrooms more than 80% of the week
- Increase the number of SWD participating in FCAT
- Increase the number of SWD performing at or above Level 3 on FCAT
- Increase the number of SWD graduating with a standard diploma
- Decrease the number of SWD dropping out of school

Management Phase

- Goal
- Maintain and refine effective inclusive practices in classrooms currently implementing inclusive models of instruction

Refocusing Phase

- Goal
- Expand and improve school-wide, inclusive educational opportunities for all students with disabilities (including students with a significant disability)